DOCUMENT RESUME

ED 179 540 SP 015 230

TITLE	Developing a School-Community Partnership.
INSTITUTION	Malden - Wheelock Teacher Corps Collaborative, Boston, Mass.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	79
NOTE	24p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; *Family Involvement; Low Income Groups; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Problem Solving; *Program Development
IDENTIFIERS	*Teacher Corps

ABSTRACT

A Teacher Corps project designed to improve the quality of education in a school serving a predominantly low income area is described. The major goal of this program was to bring about close ties between the school and the community by involving students' parents in active work with the teachers. One development that evolved from this effort was a number of adult education courses for parents conducted in the school in the evenings. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179540

SP

DEVELOPING A SCHOOL- COMMUNITY PARTNERSHIP

SP015230

Malden Public Schools

ADMINISTRATION

Dr. Paul Phaneuf, *Superintendent of Schools*
Dr. Allan Zalk, *Assistant Superintendent for Elementary Education*
Dr. George Holland, *Assistant Superintendent for Secondary Education*
Louis Melanson, *Assistant Superintendent for Business and Community Relations*
John Maccario, *Principal,* Daniels School

SCHOOL COMMITTEE

Bernice Darish, *Chairman* - 1978-79
Marguerite Holland, *Chairman* - 1977-78
Thomas Fallon
Richard Murphy
Virginia Yardumian

The activity that is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the positions or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

Teacher Corps Staff

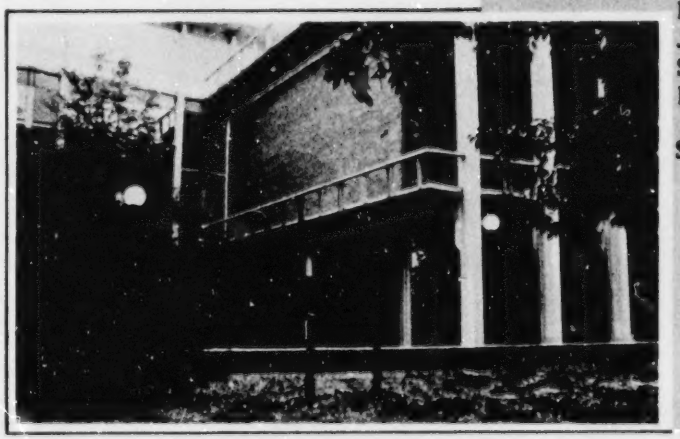
Mark Piechota, *Director*
Shirley Mullen, *Community Coordinator*
Dr. Edgar Klugman, *Program Development Specialist*
Maria Sentance, *Team Leader*
Theresa Price, *Secretary*

WHEELOCK COLLEGE ADMINISTRATION

Dr. Gordon Marshall, *President*
Dr. Elizabeth Ann Liddle, *Dean*

WHEELOCK CONSULTANT INSTRUCTORS

Dr. Maurice Vanderpol, *Psychiatrist*
Jean Mason, *Psychologist*
Sharon Clark, *Learning Environmentalist*
Ethan Berry, *Assistant Learning Environmentalist*
Dr. Mary Iatridis, *Mathematics, Science*
Dr. Joseph Caruso, *Language Arts*
Jane Murphy, *Reading*
Dorothy Sang, *Sociology*
Jean Finn, *Library Science*
Shirley Carter, *Sociology*
Donna Delhorey, *Preservice Education*
Susan Kosoff, *Preservice Education*



The Goal Is Set

In June, 1977, a Cycle XII Teacher Corps Project began at the Charles A. Daniels School in Malden, Massachusetts. The project was undertaken by a collaborative comprising the Malden Public Schools, Wheelock College, the Malden Education Association, and the Malden community. Each of these constituents had specific goals and objectives in mind when they joined together in hopes that they could accomplish collaboratively much that they could not achieve individually.

But they all saw the project as a unique opportunity to improve the quality of education in a neighborhood school that serves the highest percentage of low-income families in Malden. (The Daniels is the only school in the city that provides hot breakfasts and in which over 75% of the students qualify for free and reduced-cost lunches.)

There were specific mandates and responsibilities attached to the $600,000 Teacher Corps grant. These included an in-service training program for school personnel, a pre-service program for four graduate students, and a community component that would strive to bring together parents and teachers as partners in the education of children. To fulfill the latter mandate, a full-time Community Coordinator was assigned to help parents develop programs that would enable them to fill a new role in the school.

Where Do We Go From Here?

The beginnings of the community component were far from encouraging. Just three mothers served as classroom aides and one helped out with sundry clerical duties. A handful of members of the Daniels Parents' Association took charge of the traditional cake sales and holiday observances. Despite the Association's attempts to present interesting and informative programs, attendance at such events was only between ten and fifteen. Furthermore, the active parents were stalwarts who had displayed interest for several years. Their efforts to involve newcomers had been largely unsuccessful.

During neighborhood coffee klatches, parents discussed the goal of the Malden-Wheelock Teacher Corps Project.

The Community Coordinator scheduled preliminary discussions in several homes with groups of eight to ten parents. During these informal coffee klatches, the parents voiced skepticism about developing a partnership with teachers in the education of their children. They saw themselves as helpful when it came to necessary fund raising and cake baking, but they felt they could participate only as spectators when it came to the learning going on at the school.

They were almost universally reluctant to venture into such areas as curriculum, teaching styles, or administrative structure. They considered these areas the province of teachers — professionals with educational credentials that elevated them far above the average parent. In fact, they felt more like outsiders than integral members of the school community. They saw themselves on the fringe of a territory owned by faculty and administrators.

Teachers, when queried, also expressed strong reservations about a teacher-parent partnership. To them, this implied parity and like the parents, they felt that teachers had the professional background and skills to be the decision makers and implementers of the elementary education program. Although they appreciated the efforts of the few parents who were active in the school, the idea of greatly expanded parent participation made many of them feel uncomfortable.

In addition to the problem of role stereotypes, there was a lack of understanding of each other's worlds. Most of the instructional staff had come from a solid middle class background. A majority of them had never lived in the city and knew little of the culture of housing projects or welfare life. Yet,

they were teaching in the school where more than 50 percent of the students lived in subsidized housing; where close to 40 percent came from single parent families; and where discipline and class disruptions were daily threats to the teaching that they could accomplish.

The Daniels School population, however, is far from homogeneous. Ten years before, the Suffolk Square area had been largely leveled by an urban renewal project. After blighted tenements and stores were razed, scattered house lots were offered to private buyers by the Malden Redevelopment Authority. Throughout the area, new middle class homes began to rise. The children from these homes attend the Daniels School, along with growing numbers of children from minority families.

Perhaps it was understandable that parent participation among project residents was minimal. They felt the least equipped to offer talents and skills to an educational institution when so many of them had failed to complete their own studies. They lacked confidence in their parenting skills and felt unable to cope with many of the more serious problems that accompany child developmental stages. They were most apt to be among the missing during open house visits and had little or no communication with the faculty.

In fact, the school lacked adequate communication structures for parents and teachers. They rarely, if ever, had any opportunity to spend time with each other beyond the twice-yearly open house for parents that followed the issuance of report cards. Some parents confessed they intensely disliked these conferences which they perceived as an obligation. "If your child is doing badly, it is embarrassing to be put down with other parents within ear shot," they pointed out. "If your child is doing well, it seems almost a waste of time to have the report card confirmed by the teacher, particularly when there are so many parents who want to be heard in only two hours."

These, then, were some of the major obstacles to the development of an effective parent-teacher partnership.

What Do We Have In Common?

When the major concerns of teachers and parents were discussed, it became obvious that although they might view themselves as functioning in two different worlds, their priorities for the Daniels School were similar. First of all, teachers were concerned with discipline. They felt there was a necessity for a uniform set of rules that would be consistently enforced by everyone in the school.

A parent discusses her concerns about student discipline with two attentive Daniels School teachers.

There was dissatisfaction with the lunch program which one teacher described as a nightmare period when noise reached its highest level and voluble efforts to curb acting-out children added to the general confusion.

They were particularly anxious to secure core evaluations for children who were disrupting the learning process in their classrooms, so that individualized programs could be planned for them. The existing system, they pointed out, was cumbersome and delayed corrective action.

The disrepair of the school, they felt, impaired their effectiveness and the learning process. Halls and classrooms suffered from flaking and stained walls. There were missing panels in ceilings, caused by a leaking roof. Although efforts had been made in the past to refurbish some of the classrooms, it was a losing battle as long as the roof continued to leak.

Lastly, they felt that working at the Daniels School had become a professional liability, almost akin to punishment duty. Each year, the administration received several requests for transfers from Daniels faculty. One teacher said you had to be a masochist to want to stay at the Daniels, but she was one who viewed it as a challenge and she hoped the Teacher Corps Project could help solve some of the school's problems.

When parents poured out their frustrations about the school, they were amazingly similar. They complained bitterly about poor building maintenance and were indignant that only patchwork repairs had been done for the past ten years on the leaking roof. They were even more vociferous than the teachers had been in calling for more student discipline. They were also quick to point out that some of the teachers were too lenient and some too strict. They wanted consistency.

The cafeteria was a particular concern since several of them said their children were unable to eat in such a noisy atmosphere. A few felt that cafeteria aides, by their constant shouting, contributed to the problem rather than remedying it.

There was resentment toward the disruptive children whom they saw not so much as a problem for the teacher, but as an impediment to the learning of their own children who were captives in a particular classroom. There was little understanding of their rights as parents, or of the simple procedure necessary to request full or partial evaluations of their children.

The school-community turned out in record numbers to raze the old roof and to hear Superintendent of Schools, Dr. Paul Phaneuf make an impassioned plea for a new one. City officials (seated on stage) promised their cooperation.

Score One For Collaboration

YEAR I

In September, the three parents serving on the Teacher Corps Project Steering Committee informed the Community Coordinator of their plans to picket the building on the first day of school unless the lavatories and classrooms in the old wing were cleaned up. When a tour of the school convinced them they were getting no action, they contacted the Police Department for a picket permit and began to plan a telephone chain.

They were finally persuaded, instead, to contact the Assistant Superintendent of Schools, who inspected the premises and noted that many of the conditions could be remedied only by an increased work force equipped with special materials. (Green stains on the porcelain sinks had to be removed with acid).

The Superintendent of Schools, in response to the parents' concern, assigned a five-man, overtime crew of custodians, who worked far into the night before opening day. The next morning, students and teachers entered a spotless, shining school and a ripple of excitement was evident in the building. Parents had remedied a situation that teachers had been powerless to change.

But that was just their first challenge. Two weeks later, a pounding, four day rain found its way through the roof and classroom walls, causing ceiling panels in two classrooms to fall. Custodians and teachers placed buckets at several strategic spots. Again, there was a general feeling of despondency and helplessness. For ten years, the Principal and Parents' Association had sought a new roof. Under the City of Malden's political system, school buildings are controlled by the City Council and Mayor, not the School Committee. A soaring tax rate had relegated school repairs to the bottom of the city's priority list, particularly since a bond issue had recently been floated for the construction of a $15,000,000 high school.

Previous parental efforts to achieve a new school roof had been individual, misdirected and disjointed. They had sought aid from numerous public officials (some of whom had no authority over public property) but had reaped only minor repairs. There had never been a structured meeting held between those concerned and those with authority to change the situation.

Teacher Corps, while regretting the hazardous conditions in the school, nevertheless viewed the crisis as an opportunity to introduce group problem-solving and collaboration.

Plans were made and a date was set for a meeting of city and school officials with Daniels parents and teachers. People turned out in record numbers to express, in orderly fashion, their fears and concerns about the school. City officials responded by committing themselves to replacing the roof as soon as the bidding process and weather permitted.

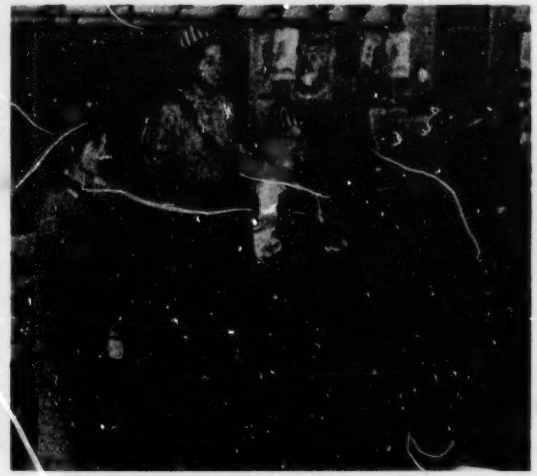
Let's Get Together

It was, thus, in the nature of a victory celebration that the Project's first social event between parents and teachers was arranged. In the past, teachers had attended a few Parent Association-sponsored suppers, sitting by themselves and having little social dialogue with parents. This time, however, they met in fellowship, sharing gourmet dishes, using first names, and participating in group games. The evening was a forerunner of future social events that would be characterized by feelings of warmth between parents and teachers.

To capitalize on this growing fellowship, classroom socials were proposed to the teachers. Five of them agreed to invest special effort in the venture. These afternoon socials provided children a chance to present songs, recitations, and brief descriptions of their school routines before an audience of their parents and relatives. Simple refreshments were provided by Teacher Corps and served by the students.

The Community Coordinator presented a brief informative talk and passed out evaluative questionnaires, securing names of those willing to become involved in the project.

The success of these socials could be measured by the attendance which usually outnumbered the class enrollment. One parent commented that she had a completely different attitude toward the school when she was treated as an honored guest rather than as an intruder.



School became a family affair during classroom socials when proud parents and relatives were entertained by the children.

The Hard Work Begins

The formation of a School Community Council (SCC) was a Teacher Corps mandate, but the purpose of the Council and its specific structure had to evolve from a volunteer parent group willing to dedicate themselves to the task. It was decided to start out with a dozen pro tem members (including three teachers and the school principal). The Community Coordinator acted as advisor. The pioneer group determined that a needs assessment was necessary if parent involvement was to be representative of the total school community.

A questionnaire was compiled and six parents, receiving small stipends from Teacher Corps, set out during the heavy snows of winter to visit every family served by the school. The 94 percent who were contacted contributed data that revealed the interests of the community, the number willing to participate in project activities, the most convenient times to schedule activities, and the prevailing attitudes toward the Daniels School.

Following this initial venture, the SCC scheduled monthly meetings, and formed subcommittees to draw up by-laws, and to plan programs that would respond to the needs of the community.

The beginnings of the parent education program were modest. Over 40 enrolled in a class on exercise and relaxation. A beginners' typing class attracted eight and a cooking workshop demonstrated the preparation of nutritious, economical family meals. In late Spring, when daylight continued until early evening, a beginners' tennis program was added, utilizing adjacent playground tennis courts.

As modest as this first-year program was, it marked the first time in Malden that a neighborhood elementary school had been opened in the evening for parent workshops. It attracted many parents who had never been motivated to participate in the Malden adult basic education courses which were offered annually at the more distant Junior and Senior High schools.

At this point in the project, the parents' visibility in the school was on the increase. They had a purpose for being in the building. They were more comfortable with teachers and the school was beginning to meet their needs.

Teachers Toll Too

While parents were becoming involved with the Teacher Corps Project in ever-increasing numbers, teachers were concerning themselves with professional development. The administration had designated one early release day and one afterschool period per month for an in-service program which became known as the School Development Seminar (SDS). In addition, Wheelock College offered graduate courses on-site after school hours. During the two years of the project, over twenty-three teachers would take advantage of these courses which were designed to develop skills that

would benefit children enrolled at the Daniels School.

The most popular course was on the "Hard To Manage Child" taught by Dr. Maurice Vanderpol, a project consultant and a psychiatrist at McLean Hospital.

Individual case presentations afforded teachers an opportunity to share their on-going problems and to seek advice on how best to handle difficult children. The discussions that took place during this course led to the realization that teachers dealing with disadvantaged children required superior talents and abilities. The importance of understanding the child's home environment and developmental background was stressed. Even the best teacher could not diagnose and prescribe effectively for a child without engaging in communications with the family. A school-community partnership was necessary for efficient teaching.

That realization may have led to a significant teacher decision in the Spring of 1978. A sub-committee of the SDS had been working on developing a school-wide Code of Behavior to address concerns about student discipline. Teachers realized parent support would be necessary if the code was to prove effective. They invited several parents to join their discussions and to offer suggestions. By June, they finalized a concise set of rules to be sent home in the Fall for parents' endorsement and approval.

Seminars And Summer Times

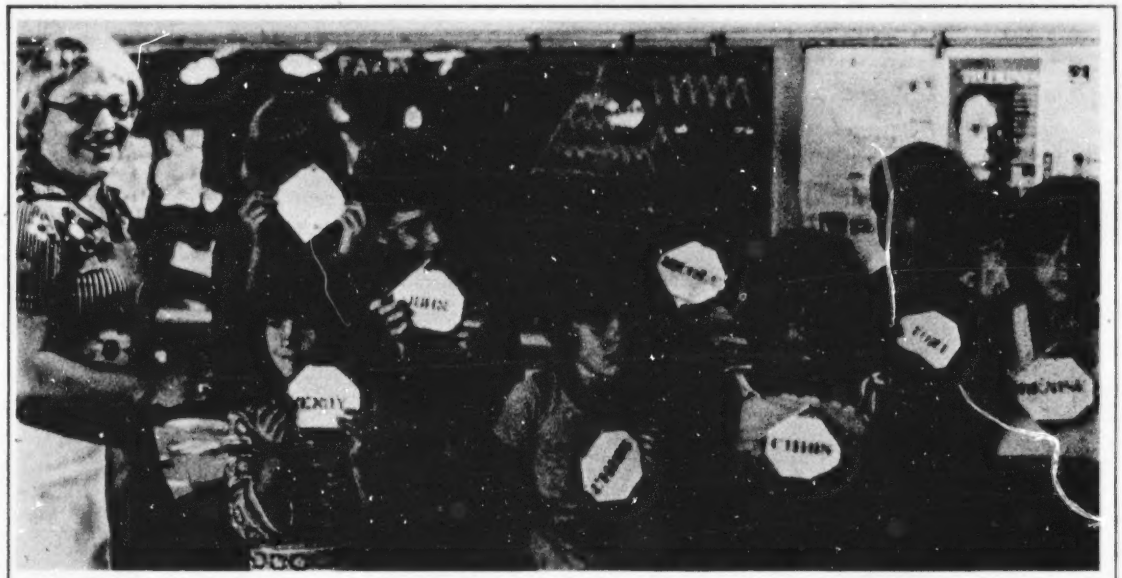
To further teachers' understanding and appreciation of the community, a comprehensive two-week graduate course called Urban Laboratory was offered in July. Eighteen teachers enrolled in this study of the history of the community, its culture — past and present, its political system, its social problems. Visits were arranged for small groups of teachers to rap with parents in two of the housing developments. Guest speakers included a police captain, a veteran politician, a youth worker and a social service agency director. Each teacher completed a community project that would be integrated into the classroom curriculum in the fall. At the conclusion of the course, teachers reported a greater sensitivity and heightened awareness of the neighborhood they served.

During that summer, a new concept in teacher-parent-child relationships was introduced in the form of a four-week program called Summer Times. Because the Daniels School had traditionally experienced many of the frustrations, problems, and disappointments that often arise in a school devoid of gymnasium and recreational facilities, and because the demands of the structured school day left little time for music, drama, and creative arts, teachers, parents, and children expressed a strong desire to field test a program where such limitations did not prevail.

In order to provide such an opportunity, Teacher Corps funded Summer Times which placed teachers, parents, and children in a non-stress situation where relationships could develop free from the constraints and pressures caused by the roles these individuals play in their usual day-to-day contact with each other.

The agreed-upon maximum enrollment of 64 was easily met in the program. Eight counselors had groups of eight children assigned to them and every mother with a child enrolled in the program had to make a commitment to volunteer one day a week. Once again, this program brought new parent faces daily into the school.

On the final day, classroom exhibits displayed impressive examples of creative artistry, and dramatic presentations in the cafeteria delighted proud parents. Summer Times had proved its point. School could be a joyous experience for teachers, parents, and children. Kids were clamoring for a longer program and parents and teachers agreed Summer Times should become a permanent fixture at the Daniels School.



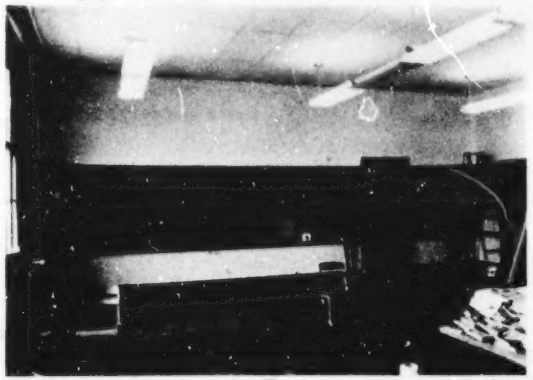
Summer Times and the learnin' was easy when informally-clad counselors and kids had the time and the materials to create wondrous items and to develop close relationships.

Moving Right Along

YEAR II

The second year of the project was greeted with high expectancy on the part of both parents and teachers. In October, parents enrolled in the "Hard To Manage Child" course with Dr. Vanderpol. They studied the most complex stages of child development and took advantage of the sessions to discuss their parenting concerns. From this point on, parent courses would be meeting simultaneously with children's classes during the school day. Babysitting was arranged for pre-schoolers.

An empty classroom . . .

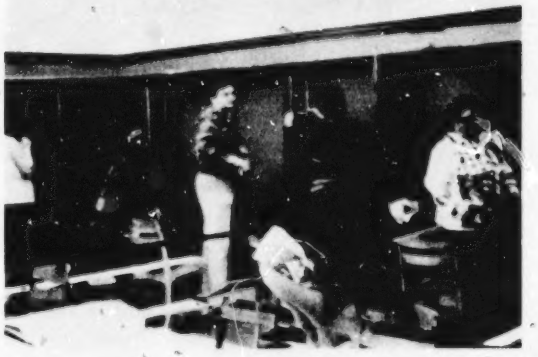


That same month, a twelve-week parent volunteer training course began. The first three weeks provided orientation for the paraprofessional tasks which would be required. Later, parents were allowed to select one of three modules — math, language arts, or library science, instructed by Wheelock faculty. Those who selected the first two were assigned as classroom aides, and the program coordinator maintained close contact with the host teachers so that performance could be evaluated and a determination made concerning the relevancy of ongoing program content. Volunteers were expected to attend class for an hour and a half a week and to work on the job for a minimum of three hours. Certificates of Achievement and 100-hour service pins would be awarded.

Wheelock College Assistant Librarian Jean Finn worked with a group of ten parents who committed themselves to transforming a dingy, unused classroom into a school library to be dedicated in memory of the late Daniels School Principal, William E. Rittersheus. It was he who had first expressed a desire for a school library some nine years before, but other than collecting a few dozen volumes of donated books, little had been done to advance the project.

Under the sponsorship of the Teacher Corps Project, parents had selected and purchased some new books during the summer. The first task confronting the volunteers was to learn how to catalogue and process these volumes. With the aid of the librarian, they also planned the physical development of the library, established a policy, and drew up a tentative schedule for its operation. It would be staffed entirely by parent volunteers.

Is transformed by parents and teachers . . .

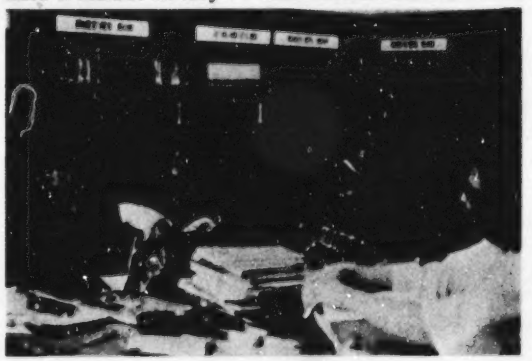


The parents who enrolled in the library science module would complete their studies and, aided by the Learning Environmentalist and her assistant, they would engage in a six-month long work project involving carpentry, painting, furniture building, and Policy Board meetings, which would lead, in May, to the opening of the only elementary school library in the city. With daytime courses, volunteer training, and tasks, parents were now seen daily in the building.

Not only was room 6, where the library would be housed, undergoing dramatic transformation, but every classroom teacher in the school was effecting physical change through bright paint and the construction of room dividers, cubbies, and learning centers. The Learning Environmentalist offered instruction in the use of power tools and recycled and basic materials were provided. Often parents were recruited to help with the work. Graduate courses in elementary curriculum encouraged teachers to individualize instruction. There was a growing sense of pride in the innovative practices being introduced in the Daniels School.

At this point, the school was ready to tackle concerns about the school lunch program. Through Wheelock consultant Joe Caruso, faculty and parents learned of an innovative program at the Oakham Elementary School where lunches were served family style and students were entrusted with table setting, food serving and cleanup work. They made visits to this school and enthusiastically endorsed the family style concept which they saw as a great improvement over the fixed portions their children were being served. They observed that if plates contained some foods children disliked, they would often fail to eat the entire lunch. They saw family style lunches as encouraging sharing and courtesy.

Into a school library . . .



When the demonstration program began in May, there were parents seated among children at most of the dining tables in the cafeteria to encourage students to eat a little of everything and to initiate quiet, social conversation. As with most new programs, family style lunches created temporary problems for kitchen workers who had to rearrange their routines. It was the parents who offered them support and assistance in ironing out some of these problems. The parental influence was making itself felt in every change that was going on at the Daniels School. The change in the lunch program has proven so successful there are plans to bring family style meals to all of the Malden schools.

The School Community Council Shapes Up

The School Community Council continued to work on its by-laws and enlarged its membership to include twelve parents, three community representatives, a School Committee member and the Principal. The Parents Association still continued to function and set out to raise sufficient funds to sponsor Summer Times for the following summer. Through a combination fair and raffle, they were able to realize $2400 — a gigantic sum when compared with past efforts.

However, friction developed between the Community Council and the Executive Board of the Parents Association. Both those groups felt they had valid claim to the programs initiated by Teacher Corps and there was disagreement about which group would bear the major responsibility for the continuation of the community program after Teacher Corps left.

In the Spring, this conflict was satisfactorily resolved when both groups voted to merge. Parents Association officers were welcomed as members into the Community Council and officers were elected. Drawings were held for staggered terms of one, two, and three years. Following these initial terms, all members would serve for three years. This would make it possible to create vacancies for 1/3 new membership each year. It was agreed that a training program would be a constant Council function in order to develop potential community leaders.

In February, a two-day session on planning and group dynamics had been attended by thirty-four parents and teachers. The techniques learned at that session were applied thereafter to the major decision-making and problem-solving accomplished by the School Community Council and the School Development Seminar.

Gradually, the School Community Council had become more structured and more efficient. It was the Council that had carried out a follow-up needs assessment in the fall. From the data analyzed, they announced that parents were interested in college level courses, particularly those that would enable them to improve the quality of life for themselves and their children.

The S.C.C. toils to perfect its by-laws

At the conclusion of "The Hard To Manage Child" course, a group of fourteen parents evaluated their own progress and realized that their weekly sessions together had enabled them to better deal with family crises and to better handle their children's problems. Although they were more secure about their parenting skills, they felt that they would continue to require reinforcement and therefore, decided to form their own weekly support group which would continue indefinitely. While their initial meetings were going on, a second group of fifteen parents enrolled in "The Hard To Manage Child" course in January.

A few of the classroom aides went to work at other schools in the city where they could serve as models for parents in those neighborhoods interested in volunteering their services. "Helping The Beginning Reader" was added to the parents' daytime curriculum.

Nine adult males were recruited to participate in a program of support and recreation for fifth and sixth grade boys from single parent families. New night workshops included "Diet and Disco" and a course in "Coping With Stress." As class members began to trust and relate to each other, they were able to rally to the needs of their colleagues. Bundles of clothing and articles of furniture were brought to the Teacher Corps office to be delivered by others to homes where they were needed. The sick and bereaved found there was a structured group in the school to render them assistance. Parents, who formerly complained about feeling isolated, became accepted members of a close school family. By the end of the year, there would be three parent support groups meeting weekly.

The Partnership Clicks

Not only was the neighborhood becoming cohesive, but the growth and new depth of the community program was bringing about a positive change in relationships between parents and teachers. During the School Development Seminar meetings when teachers discussed school concerns, it became common to suggest that parents be asked for assistance. When the Teacher Corps scheduled retreats, it was expected that parents would participate. As teachers anticipated the departure of Teacher Corps staff and funding, they proposed that the School Community Council be relied upon to continue to attract and train parents for important tasks in the school.

Teacher Corps Ships Out

The separation anxiety experienced by all concerned when the Teacher Corps Project reached its conclusion was considerably lessened by a list of encouraging accomplishments to reflect upon. For parents, the Daniels School had become a place where they had assumed significant roles in the education of children. The school was functioning as a community center for the education of adults as well as children.

Barriers which formerly existed between parents and teachers had now largely disappeared. They better understood each other's worlds, shared similar interests, spoke a common language, and enjoyed mutual respect.

Formal and social structures had been created and refined to enhance and promote effective communication.

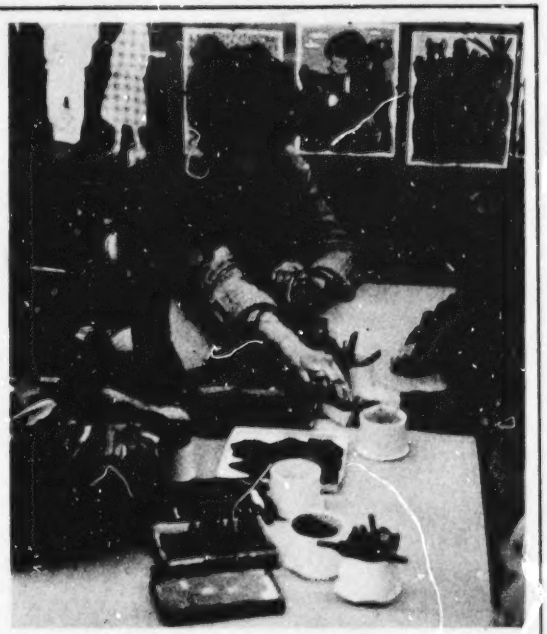
Together, parents and teachers had developed an orderly, pleasant school climate which was clearly evident not only in the classrooms, but in the corridors, cafeteria and shared spaces of the building.

Major progress had been made in building repairs and maintenance and with classroom redesign and decor.

Of 32 faculty members, a total of 23 had availed themselves of graduate courses offered during the project and 21 had made significant changes in their learning environments. Teachers were now proud to be assigned to the Daniels School.

By July of 1979, some 150 parents had taken advantage of the Project courses, workshops, and activites. Some of their neighbors who had a choice of two schools, were enrolling their children at the Daniels. The second session of Summer Times was in high gear and new parents were reporting daily to work alongside teachers. Parent support groups continued to meet weekly.

The teacher-parent partnership in the education of children was alive and doing well at the Charles A. Daniels School in Malden, Massachusetts.



A trained parent aide helps out in the kindergarten classroom.

On their own, Daniels School parents continue to meet in weekly support groups

Parents helped make the Daniels School family-style lunch program a model for other schools in the city.

Daniels School Community Council

Joanne Touchette, *Chairperson*
Kathy FitzGerald, *Vice Chairperson*
Roberta Kirby, *Recording Secretary*
Karen Roebuck, *Corresponding Secretary*
Morty Freehoff, *Treasurer*
Faith Mullen, *Parent*
Dina Fox "
Maria Phinney "
Carmen Ledbury "
Betty Walker "
Mary Moore "
Shirley Mars "
Sandra Shank, *Newland Street Housing Rep.*
Angela Conrad, *Bowdoin Street Housing Rep.*
Ina Chadorowsky, *Bryant Terrace Housing Rep.*
Cathy Brown, *Community Representative*
Joan Meo "
Virginia Yardumian, *School Committee Rep.*
John Maccario, *Principal*
Dale Schwadron, *Teacher*
Jacquie Indeck "
Richard Rodwell "

Comments On The School-Community Experience

From A Teacher

Before the Teacher Corps Project began here, parents were seldom involved in the school program. They were unaware of their rights, our goals, and the educational process that involves their children. Their insight, time, and cooperative effort have enhanced the climate (physical as well as behavioral) of our school . . . . Teachers and parents can work as a team for the common goal of educating the children. I believe that parent involvement in the Daniels School will continue and increase as time goes by.

From A Parent

Since Teacher Corps has been at Daniels, I have seen a great improvement in relationships between teachers, parents and students. Parents have become more of a part of the school. They feel needed and a lot of anger has gone. Now the parents understand more of the teachers' problems and have tried to help. Teachers have found most parents cooperative and interested in their children, their progress, and their problems. The parent involvement has been great and I do hope it will continue for years to come.

WHEELOCK-MALDEN TEACHER CORPS
200 The Riverway
Boston, Mass. 02215

U.S. POSTAGE
PAID